

Writing Strand 2: Writing Elements, Concept 1: Ideas and Content: writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	
Kindergarten through Grade 5 <i>NOTE:</i> While each grade has specific performance objectives, Strand 2, Concept 1 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Dance Activities	<i>Group Element Dances; Visual Line Dances; Character Pathway Dances; Moving Image with Text</i>
Theatre Activities	<i>Build and Break; Mirrors; Plot Circle; 4 Images; Context Tableaux; Context Tableaux with Movement</i>
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:	
Create: Space: Focus and Intent: 108 "Discuss and identify various points of focus."	Create: Choreographic Principals: 106 "Identify the choreographic principles used in dance."
Relate: Using Text to Create Movement: 101 "Use movement to express images, ideas, situations, and feelings from text."	Relate: Using Text To Create Movement: 301 "Create a dance work with a beginning, development of an idea, and an end that expresses images, ideas, situations, and feelings from the text."
Evaluate: Communicating Meaning: 103 "Discuss how movement can be used to communicate main ideas, themes or feelings."	Evaluate: Evaluation Criteria: 104 "Identify the criteria used to evaluate dance performance and technique (choreographic principles . . .)."
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:	
Create: Playwriting: 102 "Retell a story including its theme, setting, story line, plot, physical descriptions of the characters, and theme."	Create: Directing: 201 "Analyze dramatic text to develop an informal performance describing character motivations . . ."
Relate: Acting: 102 "Describe how place and time affect characters and story in class improvisations . . ."	Relate: Playwriting: 102 "Determine how place, time, and social and cultural conditions affect characters and the story line . . ."
Evaluate: Acting: 301: "Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work."	Evaluate: Playwriting: 102 "Recall and evaluate the character's actions in a class improvisation or performance."

Writing Strand 2: Writing Elements, Concept 1: Ideas and Content: writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	
Grade 6 through High School <i>NOTE:</i> While each grade has specific performance objectives, Strand 2, Concept 1 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Dance Activities	<i>Movement Web; Group Element Dances; Visual Line Dances; Character Pathway Dances; Moving Image with Text</i>
Theatre Activities	<i>Build and Break; Mirrors; Plot Circle; 4 Images; Context Tableaux; Context Tableaux with Movement; Open Scenes</i>
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:	
Create: Body Skills: 105 “Identify and demonstrate basic body skills . . .”	Create: Time: Tempo: 301 “Perform a phrase using a variety of tempos.”
Relate: Using Text to Describe and Understand Movement: 202 “Apply descriptive language (similes and metaphors) . . .”	Relate: Using Movement with Other Disciplines: 401 “Create a dance work with a beginning, development of an idea, and an end that expresses ideas . . . from a personal experience in another discipline.”
Evaluate: Personal Interpretation: 105 “Identify your personal reaction to a dance through discussion, writing . . .”	Evaluate: Understanding Dance: 203 “Interpret how the elements of dance and choreographic strategies can be used to communicate meaning in dance.”
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:	
Create: Collaboration: 203 “Collaborate and communicate in the rehearsal process.”	Create: Playwriting 104 “Create original, brief stories through improvisation that include a story line [and characters].”
Relate: Acting: 104 “Demonstrate how interrelated conditions influence the characters . . .”	Relate: Directing: 101 “Identify and explain the influence of time and place on the characters and the story to be dramatized.”
Evaluate: Acting: 301: “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.”	Evaluate: Playwriting: 102 “Recall and evaluate the character’s actions in a class improvisation or performance.”

Strand 2: Writing Elements, Concept 2: Organization: organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
Kindergarten through Grade 5 <i>NOTE:</i> While each grade has specific performance objectives, Strand 2, Concept 2 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Dance Activities	<i>Sitting Shapes/Move To 8; Follow Me/Match Me; Quadrants; Locomotor Dances; Addition Pattern Dances; Sequence Patterns; Taking Shapes; Shape Phrase Dances; Moving Image With Text</i>
Theatre Activities	<i>Gesture Circle; Go; Plot Circle; 4 Images; Luanne's Auction; Spelling Machine</i>
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:	
Create: Time: Meter: 102 "Demonstrate the ability to organize beats into groups and move in time with the beats."	Create: Space: Shapes: 306 "Demonstrate the ability to work with a partner and/or group to create shapes that require support."
Relate: Using Text to Create Movement: 101 "Use movement to express images, ideas, situations, and feelings from text."	Relate: Using Movement with Other Disciplines 201: "Create a thematic movement phrase to express ideas, concepts and images (numbers, patterns . . .) found in other disciplines."
Evaluate: Dance Terminology: 101 "After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used."	Evaluate: Personal Interpretation: 305 "Observe a dance and discuss differing interpretations and reactions to that dance."
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:	
Create: Acting: 102 "Sustain a scene using appropriate language or movement with the teacher role playing or giving clues."	Create: Playwriting: 102 "Retell a story including its theme, setting, story line, plot, physical descriptions f the characters, and theme."
Relate: Acting: 104 "Demonstrate how interrelated conditions influence the characters . . ."	Relate: Playwriting: 102 "Determine how place, time, and social and cultural conditions affect characters and the story line . . ."
Evaluate: Directing: 201 "Explain and justify personal criteria for evaluating the basic elements of text, acting, and production values in their work and the work of others."	Evaluate: Playwriting: 105 "Identify and describe the characters, environment and story elements in a variety of written and performed events."

Strand 2: Writing Elements, Concept 2: Organization: organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
Grade 6 through High School <i>NOTE:</i> While each grade has specific performance objectives, Strand 2, Concept 2 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Dance Activities	<i>Sitting Shapes/Move To 8; Follow Me/Match Me; Quadrants; Locomotor Dances; Problem Solving With Movement; Addition Pattern Dances; Sequence Patterns: Taking Shapes; Shape Phrase Dances; Moving Image With Text</i>
Theatre Activities	<i>Gesture Circle; Go; Plot Circle; 4 Images; Context Tableau; Character Tableaux With Movement Luanne's Auction; Spelling Machine</i>
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:	
Create: Time: Rhythm: 203 "Demonstrate moving in relation to and coordination with changes in rhythms and meters."	Create: Choreographic Process: 204 "Identify and demonstrate the use of choreographic devices to create dance phrases."
Relate: Using Text To Create Movement: 301 "Create a dance work with a beginning, development of an idea, and an end that expresses images, ideas, situations, and feelings from the text."	Relate: Using Movement with Other Disciplines 201: "Create a thematic movement phrase to express ideas, concepts and images (numbers, patterns . . .) found in other disciplines."
Evaluate: Evaluation Criteria: 104 "Identify the criteria used to evaluate dance performance and technique (choreographic principles . . .)."	Evaluate: Dance Terminology: 101 "After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used."
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:	
Create: Acting: 102 "Sustain a scene using appropriate language or movement with the teacher role playing or giving clues."	Create: Playwriting 104 "Create original, brief stories through improvisation that include a story line [and characters]."
Relate: Theatre Technology and Design: 101 "Compare and contrast the historic setting, culture, and geography of a story influence affect the visual/aural representation . . ."	Relate: Playwriting: 102 "Determine how place, time, and social and cultural conditions affect characters and the story line . . ."
Evaluate: Directing: 202 "Develop and articulate criteria to analyze, interpret, and evaluate . . ."	Evaluate: Playwriting: 105 "Identify and describe the characters, environment and story elements in a variety of written and performed events."

Strand 2: Writing Elements, Concept 3: Voice: voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	
Kindergarten through High School <i>NOTE:</i> While each grade has specific performance objectives, Strand 2, Concept 3 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Dance Activities	<i>Move Shape Move; Quadrants; Character Pathway Dances; Moving Image With Text</i>
Theatre Activities	<i>What Can I Do; What if A ___ Could Talk; Character Tableaux With Movement; Spelling Machine; Open Scenes; Say It Like ___</i>
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:	
Create: Articulation of Movement Skills: 104 “Identify and use breath support, initiation of movement, connectivity, and transition from one movement to another.”	Create: Time: Tempo: 101 “Demonstrate moving to a steady beat in different tempos.”
Relate: Using Movement with Other Disciplines 201: “Create a thematic movement phrase to express ideas, concepts and images (numbers, patterns, sounds . . .) found in other disciplines.”	Relate: Using Text to Describe and Understand Movement: 202 “Apply descriptive language (similes and metaphors) . . .”
Evaluate: Evaluation Criteria: 104 “Identify the criteria used to evaluate dance performance and technique (choreographic principles . . .).”	Evaluate: Personal Interpretation: 205 “Explain your reaction to a dance and identify how your personal experiences lead you to your response.”
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:	
Create: Acting: 104 “Describe or illustrate recalled sensory experiences.”	Create: Acting: 201 “Work individually to create characters for theatre and/or other media productions.”
Relate: Playwriting: 103 “Describe how a character’s motivation and emotions can predict future action or the resolution to a conflict in a story.”	Relate: Playwriting: 201: “Demonstrate and identify a character’s wants and needs, and physical, emotional, and social qualities . . .”
Evaluate: Collaboration: 302 “Critique positive and negative outcomes of the collaborative process in a constructive manner.”	Evaluate: Directing: 204 “Evaluate and justify, with examples, the meanings they construct from a dramatic text or performance relating to their daily life.”

Strand 2: Writing Elements, Concept 4: Word Choice: word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.		
Kindergarten	Grade 1	Grade 2
PO 1. Select labels, captions, or descriptors to enhance pictures. PO 2. Use words, labels, or short phrases that clearly go with picture text.	PO 1. Select words that convey a clear, general meaning. PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message. PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.	PO 1. Select words that convey the intended meaning and create a picture in the reader’s mind. PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message. PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.
Suggested Artist Teacher Institute Activities		
Dance Activities	<i>Sitting Shapes/Move To 8; See Me, Be Me; Follow Me/Match Me; Living Sculptures; Shape Phrase Dances; Visual Line Dances; Cinquain Poems</i>	
Theatre Activities	<i>Build and Break; Gesture Circle; Mirrors; Go; What Can I Do; What If A __ Could Talk; Context Tableau; Machine; Say It Like __</i>	
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:		
Create: Axial/Non-locomotor: 101 “Identify and perform basic axial/non locomotor movements . . .”		Create: Locomotor: 102 “Identify and perform basic locomotor movements . . .”
Relate: Using Text to Create Movement: 101 “Use movement to express images, ideas, situations, and feelings from text.”		Relate: Using Text to Describe and Understand Movement: 202 “Apply descriptive language (similes and metaphors) . . .”
Evaluate: Dance Terminology: 101 “After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used.”		Evaluate: Personal Interpretation: 105 “Identify your personal reaction to a dance through discussion, writing . . .”
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:		
Create: Acting: 102 “Sustain a scene using appropriate language or movement with the teacher role playing or giving clues.”		Create: Acting: 104 “Describe or illustrate recalled sensory experiences.”
Relate: Playwriting: 103 “Describe how a character’s motivation and emotions can predict future action or the resolution to a conflict in a story.”		Relate: Playwriting: 106 “Describe how place and time affect characters and story . . .”
Evaluate: Acting: 203 “Evaluate a role by responding and deconstructing deeper meaning of the text and character.”		Evaluate: Theatre Technology and Design: 103 “Evaluate how line, shape, texture, color, space, balance, and/or pattern help illustrate the environment of a story.”

Strand 2: Writing Elements, Concept 4: Word Choice: word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.		
Grade 3	Grade 4	Grade 5
PO 1. Use a variety of specific and accurate words that effectively convey the intended message. PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.	PO 2. Use descriptive words and phrases that energize the writing. NOTE: High School PO 5: Use clichés only when appropriate to purpose.	PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.
Grades 6 through High School		
PO 1. Use accurate, specific, powerful words that effectively convey the intended message. PO 4. Use literal and figurative language when appropriate to purpose. (See R06-S1C4-04)	PO 2. Use words and phrases that consistently support style and type of writing. (See R06-S2C1) NOTE: High School PO 5: Use clichés only when appropriate to purpose.	PO 3. Use vocabulary that is original, varied, and natural.
Suggested Artist Teacher Institute Activities		
Dance Activities	<i>Sitting Shapes/Move To 8; See Me, Be Me; Follow Me/Match Me; Living Sculptures; Problem Solving Through Movement; Shape Phrase Dances; Visual Line Dances; Character Pathway Dances; Draft and Revision: Text and Dance; Moving Image With Text; Cinquain Poems</i>	
Theatre Activities	<i>Build and Break; Gesture Circle; Mirrors; Go; What Can I Do; What If A __ Could Talk; Context Tableau; Character Tableaux With Movement; Machine; Spelling Machine; Say It Like __</i>	
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:		
Create: Space: Size and Range: 207 “Use size and range to vary an existing movement phrase and analyze the effect of such changes.”	Create: Energy: Effort: 110 “Use appropriate terminology to identify and demonstrate the Laban effort principles . . .”	
Relate: Using Text to Create Movement: 101 “Use movement to express images, ideas, situations, and feelings from text.”	Relate: Using Text to Describe and Understand Movement 302: Apply descriptive language . . . to find meaning in the images, ideas and feelings that are danced.”	
Evaluate: Dance Terminology: 101 “After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used.”	Evaluate: Personal Interpretation: 105 “Identify your personal reaction to a dance through discussion, writing . . .”	
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:		
Create: Acting: 102 “Sustain a scene using appropriate language or	Create: Acting: 302 “Demonstrate the use of observation from	

movement with the teacher role playing or giving clues.”	nature, society or research as a means to enhance a performance.”
Relate: Playwriting: 103 “Describe how a character’s motivation and emotions can predict future action or the resolution to a conflict in a story.”	Relate: Playwriting: 106 “Describe how place and time affect characters and story . . .”
Evaluate: Acting: 203 “Evaluate a role by responding and deconstructing deeper meaning of the text and character.”	Evaluate: Theatre Technology and Design: 104 “Evaluate how line, shape, texture, color, space, balance, and/or pattern help illustrate the environment of a story.”

Strand 2: Writing Elements, Concept 5: Sentence Fluency: fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.		
Kindergarten	Grade 1	Grade 2
PO 1. Attempt simple sentences (some may be fragments).	PO 1. Write simple sentences.	PO 1. Write simple sentences. PO 2. Write sentences that flow together and sound natural when read aloud. PO 3. Use a variety of sentence beginnings and lengths.
Suggested Artist Teacher Institute Activities		
Dance Activities	<i>Follow Me/Match Me; Movement Web; Addition Pattern Phrases; Sequence Patterns: Taking Shapes; Cinquain Poems</i>	
Theatre Activities	<i>Tongue Twisters; Gesture Circle; Go; Plot Circle; Machine; Spelling Machine</i>	
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:		
Create: Energy: Movement Qualities 109: “Use appropriate terminology to identify and demonstrate the six qualities of movement.”	Create: Space: Focus and Intent: 308 “Apply multiple points of focus to vary meaning and intent in performance and choreography.”	
Relate: Using Movement with Other Disciplines 201: “Create a thematic movement phrase to express ideas, concepts and images (numbers, patterns . . .) found in other disciplines.”	Relate: Using Text To Create Movement: 301 “Create a dance work with a beginning, development of an idea, and an end that expresses images, ideas, situations, and feelings from the text.”	
Evaluate: Communicating Meaning: 103 “Discuss how movement can be used to communicate main ideas, themes or feelings.”	Evaluate: Evaluation Criteria: 104 “Identify the criteria used to evaluate dance performance and technique (choreographic principles . . .).”	
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:		
Create: Playwriting: 102 “Retell a story including its theme, setting, story line, plot, physical descriptions f the characters, and theme.”	Create: Directing: 201 “Analyze dramatic text to develop an informal performance describing character motivations . . .”	
Relate: Acting: 104 “Demonstrate how interrelated conditions influence the characters . . .”	Relate: Acting: 207 “Explain how one’s own behavior might change in response to a performance.”	
Evaluate: Acting: 301: “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.”	Evaluate: Playwriting: 102 “Recall and evaluate the character’s actions in a class improvisation or performance.”	

Strand 2: Writing Elements, Concept 5: Sentence Fluency: fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.		
Grade 3 through High School		
PO 1. Write simple and compound sentences. PO 4. Use effective and natural dialogue when appropriate.	PO 2. Write sentences that flow together and sound natural when read aloud. NOTE: High School PO 2: Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing; PO 3: Demonstrate a flow that is natural and powerful when read aloud.	PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.
Suggested Artist Teacher Institute Activities		
Dance Activities	<i>Follow Me/Match Me; Movement Web; Problem Solving Through Movement; Addition Pattern Phrases; Sequence Patterns: Taking Shapes; Shape Phrase Dances; Visual Line Dances; Draft and Revision: Text and Dance; Moving Image With text; Exploring Text Through Dance; Cinquain Poems</i>	
Theatre Activities	<i>Tongue Twisters; Gesture Circle; Go; Plot Circle; 4 Images; Machine; Spelling Machine; Open Scenes</i>	
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:		
Create: Articulation of Movement Skills: 104 “Identify and use breath support, initiation of movement, connectivity, and transition from one movement to another.”		Create: Choreographic Principles: 206 “Using the choreographic principles, analyze and revise existing dance phrases.”
Relate: Using Movement with Other Disciplines 201: “Create a thematic movement phrase to express ideas, concepts and images (numbers, patterns . . .) found in other disciplines.”		Relate: Rhythmic Patterns/Variations: 202 “Demonstrate the ability to alter the tempo, rhythm and/or meter of a movement phrase.”
Evaluate: Communicating Meaning: 103 “Discuss how movement can be used to communicate main ideas, themes or feelings.”		Evaluate: Evaluation Criteria: 104 “Identify the criteria used to evaluate dance performance and technique (choreographic principles . . .).”
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:		
Create: Acting: 102 “Sustain a scene using appropriate language or movement with the teacher role playing or giving clues.”		Create: Playwriting 104 “Create original, brief stories through improvisation that include a story line [and characters].”
Relate: Acting: 104 “Demonstrate how interrelated conditions influence the characters . . .”		Relate: Acting: 207 “Explain how one’s own behavior might change in response to a performance.”
Evaluate: Acting: 301: “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.”		Evaluate: Playwriting: 102 “Recall and evaluate the character’s actions in a class improvisation or performance.”

Arizona Department of Education

Writing Standard Strand 2: Approved 6/28/2004

Dance and Theatre Standards: Approved 4/28/97 Updated 6/26/06

Strand 2: Writing Elements, Concept 6: Conventions: conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.		
Kindergarten through High School		
NOTE: While each grade has specific performance objectives, Strand 2, Concept 6 performance objectives can be itemized into the following general objectives:		
Writing of alphabet letters in both upper and lowercase Punctuation Parts of speech	Capitalization Spelling Subject/Verb agreement	Spacing and placement Spelling patterns Sentence structure
Suggested Artist Teacher Institute Activities		
Dance Activities	<i>Sitting Shapes/Move To 8; Follow Me/Match Me; Movement Web; Locomotor Dances; Addition Pattern Phrases; Sequence Patterns: Taking Shapes; Shape Phrase Dances; Visual Line Dances; Cinquain Poems</i>	
Theatre Activities	<i>Build and Break; Context Tableaux; Luanne’s Auction; Machine; Spelling Machine; Say It Like ____</i>	
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:		
Create: Space: Level: 105 “Identify and demonstrate shapes at low, middle and high level.”		Create: Space: Shapes: 406 “Analyze the use of shapes to communicate meaning in dance and create a tableau to demonstrate your understanding . . .”
Relate: Using Text to Create Movement: 101 “Use movement to express images, ideas, situations, and feelings from text.”		Relate: Using Text to Describe and Understand Movement: 202 “Apply descriptive language (similes and metaphors) . . .”
Evaluate: Dance Terminology: 101 “After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used.”		Evaluate: Personal Interpretation: 305 “Observe a dance and discuss differing interpretations and reactions to that dance.”
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:		
Create: Acting: 102 “Sustain a scene using appropriate language or movement with the teacher role playing or giving clues.”		Create: Playwriting: 103 “Improvise by imitating life experiences, knowledge of literature . . .”
Relate: Playwriting: 104 “Discuss story themes, plot, characters, dialogue and actions and how they compare/contrast.”		Relate: Directing: 102 “Using a variety of sources to research the characters, story, and environment for a dramatization.”
Evaluate: Collaboration: 101 “Demonstrate the ways in which the group participated in the collaborative process.”		Evaluate: Acting: 103 “Identify and describe the characters, environment and story elements . . .”